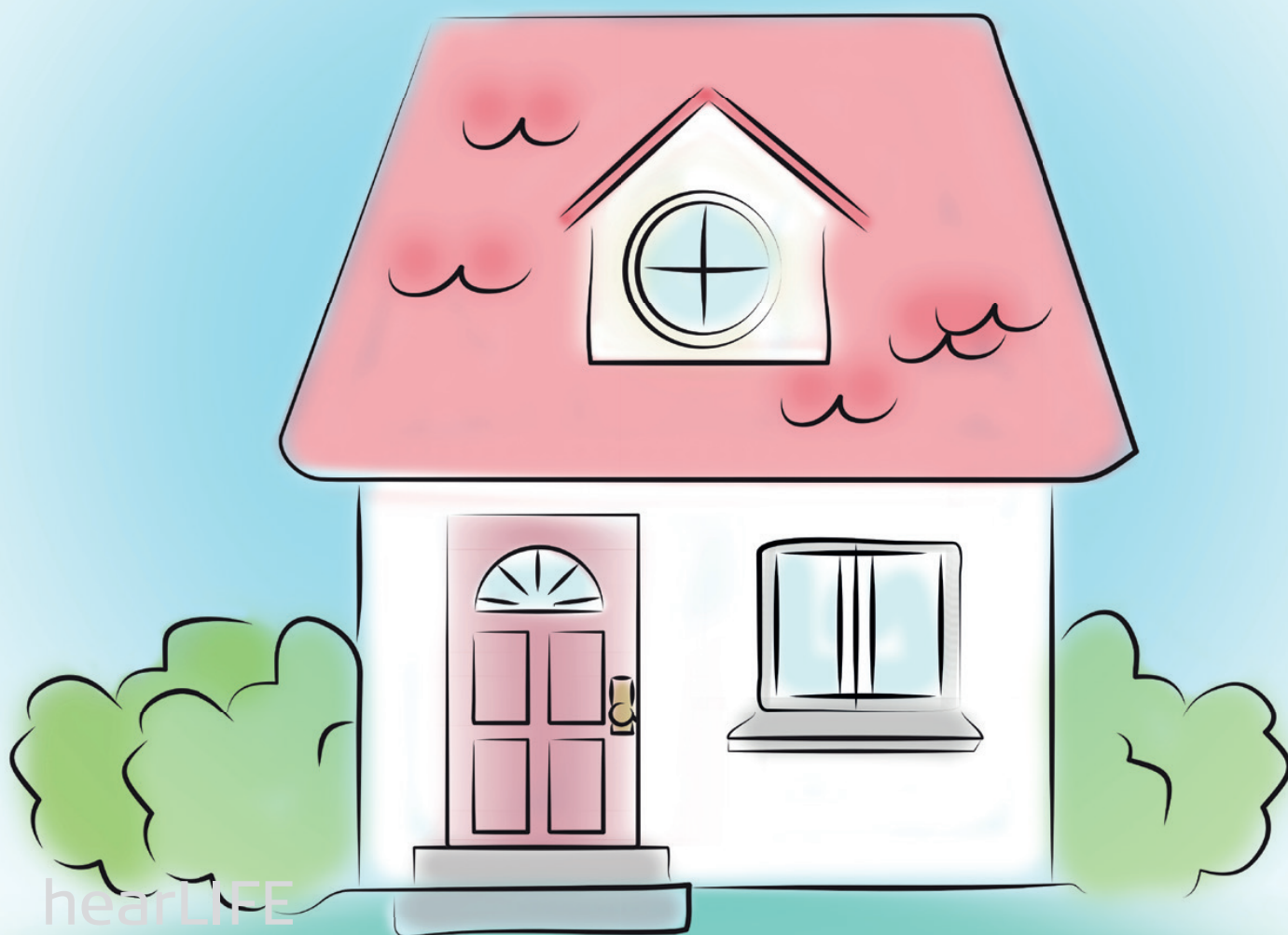


Lesson Kits

01 MY HOUSE



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Build a House

Therapist Notes, Resources

2. Who's in the House?

Therapist Notes, Resources

3. Where Does it Go?

Therapist Notes, Resources

4. My House

Therapist Notes, Resources

Learn About The Lesson Plans



indicates listening goals






indicates spoken language goals



indicates cognition and theory of mind goals

How to choose a level

			
Level 1	The child is learning to listen and attend to 1 <i>unit</i> of information. Spoken language is presented to the child in simple short sentences and acoustic highlighting techniques are utilised to enable to the child to attend to new information.	The child using <i>single words</i> , has a vocabulary of up to 200 words and may be starting to combine words in to 2 word combinations	Cognition refers to how we learn and gain knowledge and understanding about our world. Theory of mind (<i>ToM</i>) refers to the thinking skills we develop over time to explain and predict our own and others' behaviour. Some cognition and ToM skills are developmental; they develop as the child grows older, however the relationship between many cognitive, ToM and language skills is complex, with each contributing to the other in varying degrees over the child's early years. An older child working at level 1 may already have more advanced cognitive and ToM skills and needs stronger language skills to express themselves. Conversely a younger child working at level 3 may not be developmentally ready to think through some of the ToM goals.
Level 2	The child is learning to listen and attend to 2 <i>units</i> of information. Spoken language is presented in longer sentences and acoustic highlighting techniques are utilised to encourage the child to attend to all the information in the sentence.	The child is producing 2 to 3 <i>word combinations</i> , has a vocabulary of 200 to 2000 words and is beginning to use some grammatical markers	
Level 3	The child is a proficient listener learning to attend to 3 <i>units</i> of information. Spoken language is presented in a variety of complex sentences and acoustic highlighting techniques are utilised to encourage the child to attend to grammatical elements in the sentence.	The child is producing 4 to 5 <i>word sentences</i> and questions, has a vocabulary of more than 2000 words and is using a variety of grammatical markers.	

The theme: the level

Themes are presented as a macro theme (broad general topic eg: Animals) followed by a related micro theme (narrow related sub-topic) to help the child build associations between words which makes remembering vocabulary easier.

Document the child's detection or imitation response

Each lesson plan has 4 activities

Each activity has resources you need to download and print, or if electronic, save to computer or tablet.

Resources are easily identified by file name:
Theme Level (L)Activity (A)
Eg: Animals L1 L2 A2
= resources you need for Animals theme lesson Level 1 and Level 2 activity 2

MY HOUSE: LEVEL 1 LESSON PLAN



Date:

Name: Age: H.A:

ACTIVITY	GOALS			
6 sounds:	left	ah	oo	sh
	right	ah	oo	sh

BUILD A HOUSE				
RESOURCES • My House L1 L2 L3 A1				
	<ul style="list-style-type: none">Identifies 1 item:<ul style="list-style-type: none">parts of a houseUnderstands some prepositions: front/back	<ul style="list-style-type: none">Labels house partsUses verbs: cut/stick/fold	<ul style="list-style-type: none">Understands that people see different things from different angles	
WHO'S IN THE HOUSE?				
RESOURCES • My House L1 L2 L3 A2	<ul style="list-style-type: none">Attends to 1 item:<ul style="list-style-type: none">personplaceverb	<ul style="list-style-type: none">Repeats or labels 1 word:<ul style="list-style-type: none">personplaceverb	<ul style="list-style-type: none">Understands same and not the same	
WHERE DOES IT GO?				
RESOURCES • My House L1 L2 L3 A3	<ul style="list-style-type: none">Identifies 1 item<ul style="list-style-type: none">objectplace	<ul style="list-style-type: none">Consolidates vocabulary within categories: things in a house/places in the house	<ul style="list-style-type: none">Understands the association between an object and a place	
MY HOUSE				
RESOURCES • My House L1 L2 L3 A4	<ul style="list-style-type: none">Attends to verbs: cut, fold, hold, push, countAttends to book	<ul style="list-style-type: none">Attempts to repeat one word from each page	<ul style="list-style-type: none">Joins in conversation about own house	

The theme: the level

The activity name

What you need to do before the lesson

Step by step through the activity

Goal from lesson plan: example of skill

Key Listening Strategy or technique to use to help child to achieve the goal.

MY HOUSE: LEVEL 1 THERAPIST NOTES

MED-EL

ACTIVITY

Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

1. Cut the windows, curtains, doors and chimney out. (Encourage the child to help where possible.)
2. Look at the cardboard box and decide which side will be the front.
3. Decide whether the yellow door or blue door will be on the front and stick it on.
4. Stick the other door on the back.
5. Use the craft knife to cut around 3 sides of the doors so they open.
6. Stick one window on each side.
7. Use the craft knife to cut down the middle of each window and along the top and bottom so they open out.
8. Stick the curtains inside the box at the top of the window opening.
9. Assemble chimney by following folds in order, 1, 2, 3 and glue base together.
10. Stick the chimney to the top of the box.

RESOURCES

- A cardboard box
- My house L1 L2 L3 A1
- Glue and scissors
- Craft knife



EXPECTED OUTCOMES

- Identifies 1 item: parts of a house; door, window, curtain, chimney.
- Understands some prepositions: front/back.

KEY STRATEGIES

TALK TALK TALK: Talk about the parts of the house as you cut them out together and again as you decide which piece to do first and then again as you stick them on and finally once more when you are admiring your finished house.

ACOUSTIC HIGHLIGHTING: While you are talking make one unit of information stand out for the level 1 child. Say the unit a little bit louder, or pause just before talking. *Hmm... We could put this blue door on ...the front. (turn the box around) Or maybe we could put the blue door on ... the back.*



EXPECTED OUTCOMES

- Uses verbs: cut/stick/fold.
- Labels house parts; e.g. door, window, curtain, chimney.

KEY STRATEGIES

The SAME THINKING PLACE: As you encourage the child to join in the construction add acoustic highlighting to the verbs, where possible placing the verb in the sentence final position to give the level 1 child the best possible chance to attend to it and try and repeat it back. *Just here on this line, you need to cut. Use the glue to make it stick.*

USE CHOICES: Using the house parts vocabulary in choice questions provides the child with a model of the vocabulary just before they try and say it. This is easier than trying to recall unfamiliar vocabulary. *Shall we do a window or a door?*



EXPECTED OUTCOMES

- Understands that people see different things from different angles.



KEY STRATEGY

SABOTAGE: Angle the box so the child's parent/caregiver can not see the piece you just stuck on. Encourage parent/caregiver to comment that he can't see it. This helps the child learn that not everybody has access to the same information. *Oh, I can't see the window. I want to see the window. Can you show me the window? Turn the box so I can see.*

Date:

Name: Age: H.A:


ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
BUILD A HOUSE RESOURCES • My House L1 L2 L3 A1	<ul style="list-style-type: none"> Identifies 1 item: <ul style="list-style-type: none"> parts of a house Understands some prepositions: front/back 	<ul style="list-style-type: none"> Labels house parts Uses verbs: cut/stick/fold 	<ul style="list-style-type: none"> Understands that people see different things from different angles
WHO'S IN THE HOUSE? RESOURCES • My House L1 L2 L3 A2	<ul style="list-style-type: none"> Attends to 1 item: <ul style="list-style-type: none"> person place verb 	<ul style="list-style-type: none"> Repeats or labels 1 word: <ul style="list-style-type: none"> person place verb 	<ul style="list-style-type: none"> Understands same and not the same
WHERE DOES IT GO? RESOURCES • My House L1 L2 L3 A3	<ul style="list-style-type: none"> Identifies 1 item <ul style="list-style-type: none"> object place 	<ul style="list-style-type: none"> Consolidates vocabulary within categories; things in a house/places in the house 	<ul style="list-style-type: none"> Understands the association between an object and a place
MY HOUSE RESOURCES • My House L1 L2 L3 A4	<ul style="list-style-type: none"> Attends to verbs: cut, fold, hold, push, count Attends to book 	<ul style="list-style-type: none"> Attempts to repeat one word from each page 	<ul style="list-style-type: none"> Joins in conversation about own house

Date:

Name: Age: H.A:

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
BUILD A HOUSE RESOURCES • My House L1 L2 L3 A1	• Identifies 2 items: · parts of a house • Understands prepositions: front/back/side/top/inside/outside	• Combines verb + object • uses prepositions	• Understands that people see different things from different angles
WHO'S IN THE HOUSE? RESOURCES • My House L1 L2 L3 A2	• Attends to 2 items: · person + place	• Repeats or says 2 -3 words; · person + place · preposition + place · person + preposition + place	• Understands that seeing or hearing information = knowing
WHERE DOES IT GO? RESOURCES • My House L1 L2 L3 A3	• Identifies a place an object could go	• Combines words to talk about associations	• Understands the association between an object and a place
MY HOUSE RESOURCES • My House L1 L2 L3 A4	• Attends to verb + object • Attends to book • Turns the page when directed.	• Attempts to repeat 2 to 3 words from each page	• Joins in conversation about own house.

Date:

Name: Age: H.A:

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
BUILD A HOUSE RESOURCES • My House L1 L2 L3 A1	<ul style="list-style-type: none"> Identifies parts of a house from description of function Understands words for sequencing; first, second, next, before, after, last 	<ul style="list-style-type: none"> Uses specific verbs Uses future/present/past verb tenses 	<ul style="list-style-type: none"> Makes predictions about what a person can see from different angles
WHO'S IN THE HOUSE? RESOURCES • My House L1 L2 L3 A2	<ul style="list-style-type: none"> Attends to 3 item: <ul style="list-style-type: none"> person + verb + place 	<ul style="list-style-type: none"> Formulates sentence: <ul style="list-style-type: none"> person + verb + prepositional phrase 	<ul style="list-style-type: none"> Discusses emotions of people given a scenario
WHERE DOES IT GO? RESOURCES • My House L1 L2 L3 A3	<ul style="list-style-type: none"> Identifies an object from a description of its function 	<ul style="list-style-type: none"> Describes the relationship between two words 	<ul style="list-style-type: none"> Predicts a person's actions on the basis of a person's false belief
MY HOUSE RESOURCES • My House L1 L2 L3 A4	<ul style="list-style-type: none"> Follows complex instructions Attends to a book and answers questions 	<ul style="list-style-type: none"> Repeats 5 to 6 words from a sentence. Uses preposition: for 	<ul style="list-style-type: none"> Joins in conversation about own house

ACTIVITY

1. Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

1. Cut the windows, curtains, doors and chimney out. (Encourage the child to help where possible.)
2. Look at the cardboard box and decide which side will be the front.
3. Decide whether the yellow door or blue door will be on the front and stick it on.
4. Stick the other door on the back.
5. Use the craft knife to cut around 3 sides of the doors so they open.
6. Stick one window on each side.
7. Use the craft knife to cut down the middle of each window and along the top and bottom so they open out.
8. Stick the curtains inside the box at the top of the window opening.
9. Assemble chimney by following folds in order, 1, 2, 3 and glue base together.
10. Stick the chimney to the top of the box.

RESOURCES

- A cardboard box
- My house L1 L2 L3 A1
- Glue and scissors
- Craft knife



EXPECTED OUTCOMES

- Identifies 1 item: parts of a house: door, window, curtain, chimney.
- Understands some prepositions: front/back.

KEY STRATEGIES

TALK TALK TALK: Talk about the parts of the house as you cut them out together and again as you decide which piece to do first and then again as you stick them on and finally once more when you are admiring your finished house.

ACOUSTIC HIGHLIGHTING: While you are talking make one unit of information stand out for the level 1 child. Say the unit a little bit louder, or pause just before talking. *Hmm... We could put this blue door on ...the **front**.* (turn the box around) *Or maybe we could put the blue door on ... the **back**.*



EXPECTED OUTCOMES

- Uses verbs: cut/stick/fold.
- Labels house parts; e.g. door, window, curtain, chimney.

KEY STRATEGIES

THE SAME THINKING PLACE: As you encourage the child to join in the construction add acoustic highlighting to the verbs, where possible placing the verb in the sentence final position to give the level 1 child the best possible chance to attend to it and try and repeat it back. *Just here on this line, you need to **cut**. Use the glue to make it **stick**.*

USE CHOICES: Using the house parts vocabulary in choice questions provides the child with a model of the vocabulary just before they try and say it. This is easier than trying to recall unfamiliar vocabulary. *Shall we do a **window** or a **door**?*



EXPECTED OUTCOMES

- Understands that people see different things from different angles.

KEY STRATEGY

SABOTAGE: Angle the box so the child's parent/caregiver can not see the piece you just stuck on. Encourage parent/caregiver to comment that he can't see it. This helps the child learn that not everybody has access to the same information. *Oh, I can't see the window. I want to see the window. Can you show me the window? Turn the box so I can see.*

ACTIVITY

1. Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

1. Cut the windows, curtains, doors and chimney out. (Encourage the child to help where possible.)
2. Look at the cardboard box and decide which side will be the front.
3. Decide whether the yellow door or blue door will be on the front and stick it on.
4. Stick the other door on the back.
5. Use the craft knife to cut around 3 sides of the doors so they open.
6. Stick one window on each side.
7. Use the craft knife to cut down the middle of each window and along the top and bottom so they open out.
8. Stick the curtains inside the box at the top of the window opening.
9. Assemble chimney by following folds in order, 1, 2, 3 and glue base together.
10. Stick the chimney to the top of the box.

RESOURCES

- a cardboard box
- My house L1 L2 L3 A1
- glue and scissors
- Craft knife



EXPECTED OUTCOMES

- Identifies 2 items: parts of a house; doors and chimney.
- Understands prepositions: front/back/side/top/inside/outside.

KEY STRATEGIES

TALK TALK TALK: Talk about the parts of the house as you cut them out together and again as you decide which piece to do first and then again as you stick them on and finally once more when you are admiring your finished house.

ACOUSTIC HIGHLIGHTING: Make two units of information stand out for the level 2 child. Say the units a little bit louder, or say them a little bit slower. *Hmm, here we have **doors** and a **chimney**. Do you want the **yellow** or the **blue** door? We could put it on the **front** or the **back**.*



EXPECTED OUTCOMES

- Combines verb + object; e.g. cut the door/ stick the window.
- Uses prepositions; e.g. on the front/ at the back.

KEY STRATEGIES

The SAME THINKING PLACE: As you encourage the child to join in the construction add Acoustic Highlighting to combinations of verbs and objects. If the child repeats just the object try placing the verb in the sentence final position to give the child the best possible chance to attend to it and then say it again with the verb in the typical word order. *Ok, now **fold** the **chimney**. Just here you need to **fold**. That's it, **fold** the **chimney**.*

USE CHOICES: Using the house parts vocabulary in choice questions provides the child with a model of the vocabulary just before they try and say it. To encourage the child to use 2 to 3 words model the choice question using 2 to 3 words. *Shall we stick this on the front or on the back?*



EXPECTED OUTCOMES

- Understands that people see different things from different angles.

KEY STRATEGY

SABOTAGE: Angle the box so the child's parent/caregiver can not see the piece you just stuck on. Encourage parent/caregiver to comment that they can't see it. This helps the child learn that not everybody has access to the same information. *Oh, I can't see the window. I want to see the window. Can you show me the window? Turn the box so I can see.*

ACTIVITY

1. Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

1. Cut the windows, curtains, doors and chimney out. (Encourage the child to help where possible.)
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8. Stick the curtains inside the box at the top of the window opening.
9. Assemble chimney by following folds in order, 1, 2, 3 and glue base together.
10. Stick the chimney to the top of the box.

RESOURCES

- A cardboard box
- My house L1 L2 L3 A1
- Glue and scissors
- Craft knife



EXPECTED OUTCOMES

- Identifies parts of a house from description of function.
- Understands words for sequencing; first, second, next, before, after, last.

KEY STRATEGIES

TALK TALK TALK: Talk about the parts of the house and their function as you cut them out together. Encourage the child and their parent/ caregiver to add their ideas about how to describe the function of parts of a house. Everybody's ideas might be a bit different. We use windows so we can see out. *We use windows to let light in. We use windows to make our house cool.*

ACOUSTIC HIGHLIGHTING: Help the child attend to the words for sequencing by making them stand out using Acoustic Highlighting. Arrange the pieces from left to right as you decide what order you will do them before you begin to stick them on. *So you want to stick the front door **first**. Then the back door **next**. We'll do the windows **after** the doors. **Last** will be the chimney. **Before** the chimney we will put the curtains inside.*



EXPECTED OUTCOMES

- Uses specific verbs; e.g. glue, stick, attach, remove, snip, repair.
- Uses future/ present / past verb tenses; will stick (or going to stick), sticking, stuck.

KEY STRATEGIES

The SAME THINKING PLACE: As you encourage the child to join in the construction add acoustic highlighting to the verbs. Try and use a variety of verbs to expand the child's vocabulary for example if the child is already using the verb to glue use more advanced words like paste, attach or adhere.

ACOUSTIC HIGHLIGHTING: Provide a commentary as you build the house and emphasise the verb tenses; *Show mum how you are **going to stick** the door on. It is **sticking**. Great job, it has **stuck**.*



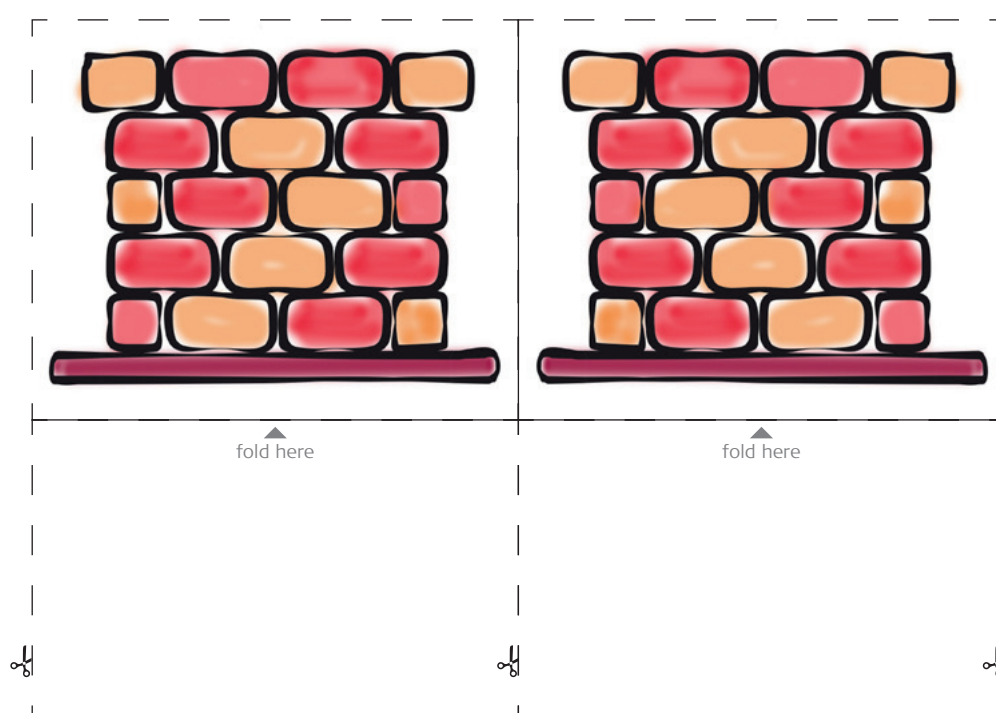
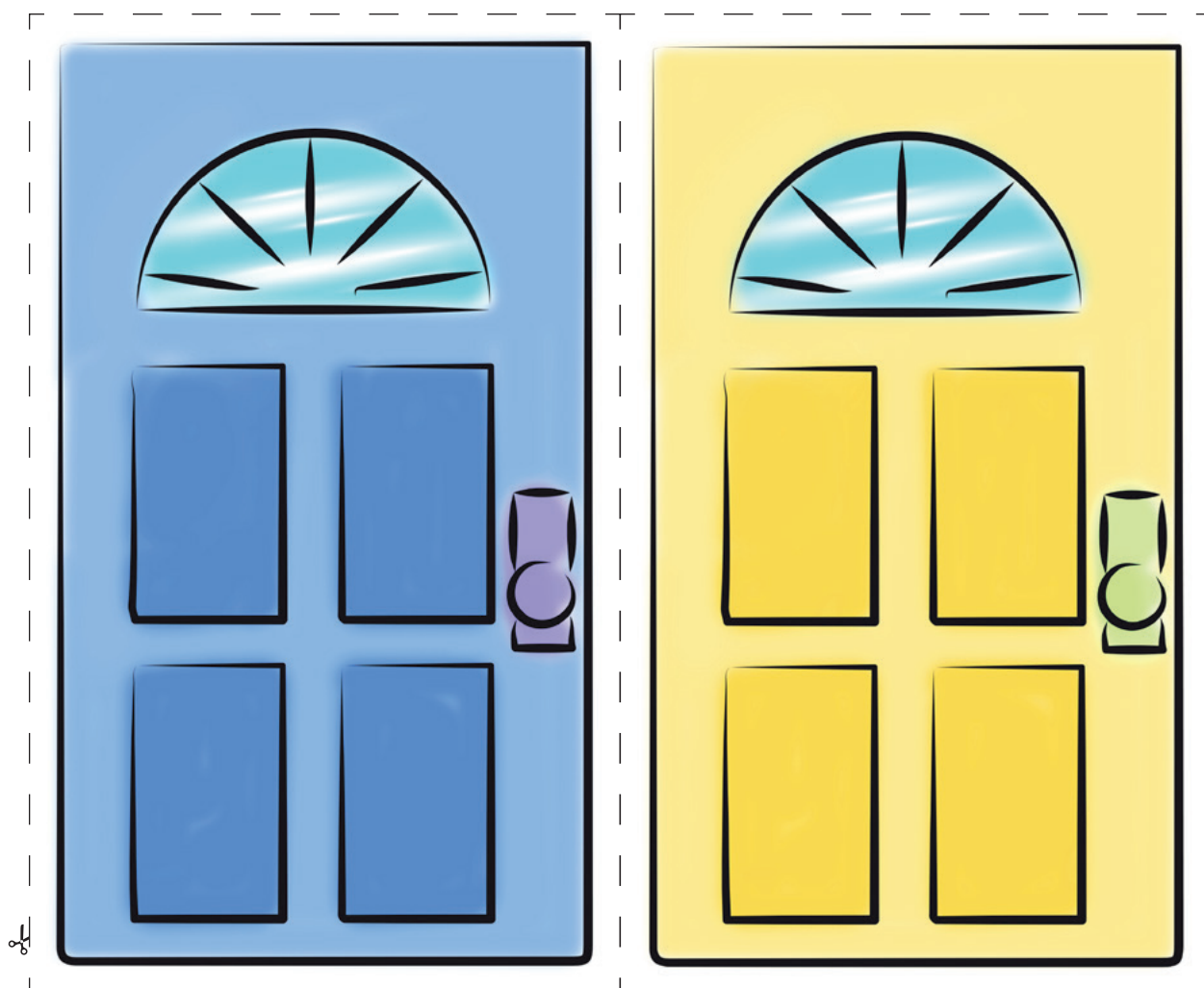
EXPECTED OUTCOMES

- Makes predictions about what a person can see from different angles.

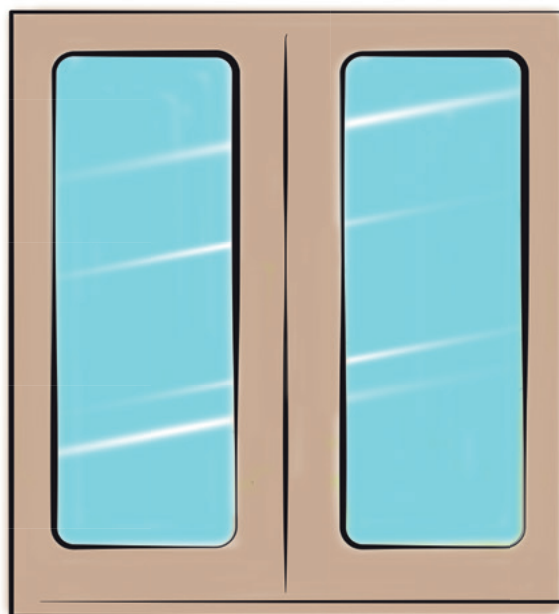
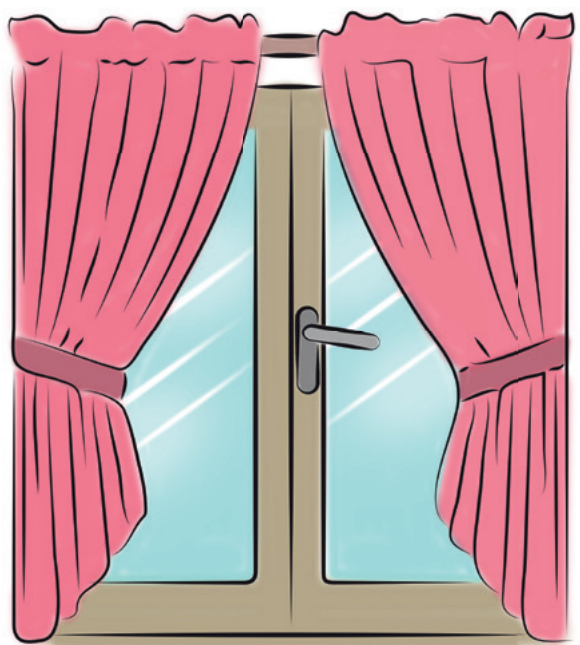
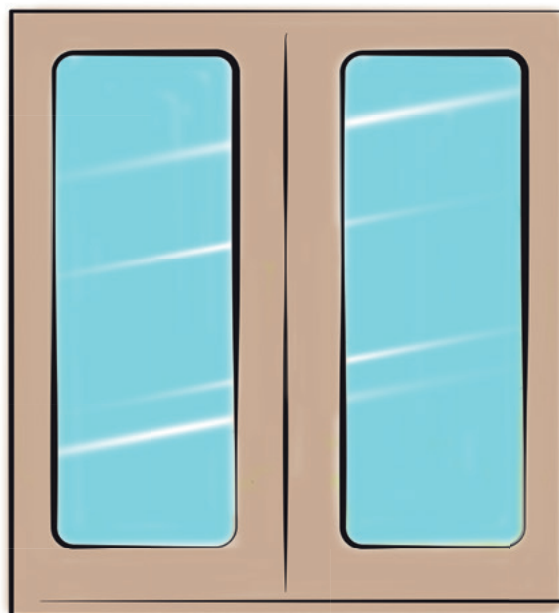
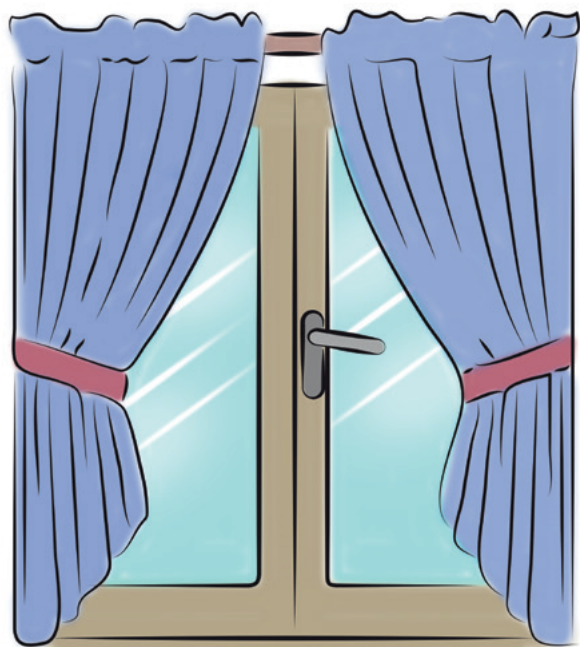
KEY STRATEGY

SABOTAGE: Encourage the parent/ caregiver and child to talk about what parts of the house they can and can't see from their position. Change the angle of the box and take turns guessing what the other people can see or not see. This helps the child learn that not everybody has access to the same information.

1. Build a House



1. Build a House



ACTIVITY

2. Who's in the House?

PREPARATION

Print 2 copies of the resource on to lightweight card.
Cut out the people

RESOURCES

- My house L1 L2 L3 A2
- Scissors
- Blu tac

You are going to make the 2 houses match by putting the people in the same place.

1. Give the child one house and encourage them to give the other house to their parent/caregiver.
2. Roll small pieces of blu tac and put them on the back of each person.
3. Talk about who each person is and then encourage the child to pick one.
4. Encourage the child to instruct their parent/caregiver to pick up that person.
5. Talk about the rooms of the house and encourage the child to put the person in a room.
6. Encourage the child to instruct their parent/caregiver on where to put the person.
7. Talk about what that person might be doing in the room.
8. Compare the 2 houses to check they are the same, talking about the person, where he is and what he is doing.
9. Swap roles so the child's parent/caregiver chooses a person and tell the child who to pick up. Then where to put it.
10. If the above is easy, try doing it with a barrier between the houses so the listener can not see the speaker's house.



EXPECTED OUTCOMES

- Attends to 1 item:
 - person; e.g. grandma, dad, girl
 - place; e.g. bedroom, kitchen, bathroom
 - verb; e.g. sleeping, playing, cooking

KEY STRATEGIES

LISTENING FIRST: Use words before you point to each person to help the child attend to the auditory input before focussing on the visual information.

COME CLOSE TO ME: Sitting so the child is shoulder to shoulder with their parent/caregiver and with you will help provide the best auditory signal. As the people begin to take their spots in the house sitting side by side also allows the child to easily compare the houses to check they are the same.



EXPECTED OUTCOMES

- Repeats or labels 1 word;
 - person/place/verb

KEY STRATEGIES

MY VOICE MATTERS: To begin with the child's words may not be very clear. Reward every attempt as if it has meaning to encourage the child to understand how powerful their voice is. *Oh I think you said the **baby**. Ok, I've got the **baby**.*

EXPANSION & EXTENSION: When the child uses a single word, repeat it and add another word or two to provide and a model of the next level language. *The **baby's** in the **bedroom**. The **baby's** **sleeping**.*



EXPECTED OUTCOMES

- Understands concepts; same/not the same.

KEY STRATEGY

ACOUSTIC HIGHLIGHTING: Draw the child's attention to the concepts through Acoustic Highlighting; *Good job; The houses are the same*. Consolidate the meaning of negatives by making sure the people are in different spots in both houses and highlighting; *Oh, dear, they are **not** the same*.

ACTIVITY

2. Who's in the House?

PREPARATION

Print 2 copies of the resource on to lightweight card.
Cut out the people.

RESOURCES

- My house L1 L2 L3 A2
- Scissors
- Blu tac

You are going to make the 2 houses match by putting the people in the same place.

1. Give the child one house and encourage them to give the other house to their parent/caregiver.
2. Roll small pieces of blu tac and put them on the back of each person.
3. Talk about who each person is.
4. Talk about the rooms of the house.
5. Put a barrier between the child's house and the parent/caregiver's house so neither can see the other; (a folder or a book will do)
6. Encourage the child to pick a person and place the person in a room.
7. Encourage the child to instruct their parent/caregiver to do the same by saying the name of the person and where they are.
8. Talk about what that person might be doing in the room.
9. Compare the 2 houses to check they are the same, talking about the person, where he is and what he is doing.
10. Swap roles so the child's parent/caregiver chooses a person and tells the child put it.



EXPECTED OUTCOMES

- Attends to 2 items: person + place e.g.: Dad is in the bathroom.

KEY STRATEGIES

LISTENING FIRST: Using the barrier encourages the child to use listening to solve the problem of making sure the houses match. The child might try and peek around the barrier to check. Encourage them to listen again before they look. Use words before you point out the person and/or the place to help the child attend to the auditory input before focussing on the visual information.

COME CLOSE TO ME: Sitting so the child is shoulder to shoulder with their parent/caregiver and with you will help provide the best auditory signal. As the people begin to take their spots in the house sitting side by side also allows the child to easily compare the houses when the barrier is removed to check they are the same. This helps the children learn to trust their listening.



EXPECTED OUTCOMES

- Repeats or says 2 -3 words;
- person + place; e.g. Dad in the bathroom.
- preposition + place; e.g. In the bedroom.
- person + preposition + place; e.g. Baby in the cot.

KEY STRATEGIES

EXPANSION & EXTENSION: Listen carefully to what the child says and expand or extend their utterance to make it more complete or more complex. Repeat it and add another word or two to provide and a model of the next level language. Use Acoustic Highlighting to call attention to the omitted grammatical structure or the new information. *The baby's in the bedroom. The baby's sleeping.*



EXPECTED OUTCOMES

- Understands that seeing or hearing information = knowing.

KEY STRATEGY

TALK TALK TALK: The barrier helps the child develop the Theory of Mind understanding that a perceptual activity is required for others to learn information that the child may already know. Help the child by explaining this. *Mum can't see. You will have to tell her. The little girl is in the bathroom.*

ACTIVITY

2. Who's in the House?

PREPARATION

Print 2 copies of the resource on to lightweight card.
Cut out the people.

RESOURCES

- My house L1 L2 L3 A2
- Scissors
- Blu tac

You are going to make the 2 houses match by putting the people in the same place.

1. Give the child one house and encourage them to give the other house to their parent/caregiver.
2. Roll small pieces of blu tac and put them on the back of each person.
3. Talk about who each person is.
4. Talk about the rooms of the house.
5. Put a barrier between the child's house and the parent/caregiver's house so neither can see the other; (a folder or a book will do).
6. Encourage the child to pick a person and place the person in a room.
7. Encourage the child to instruct their parent/ caregiver to do the same by saying the name of the person and where they are.
8. Talk about what that person might be doing in the room.
9. Compare the 2 houses to check they are the same, talking about the person, where he is and what he is doing.
10. Swap roles so the child's parent/caregiver chooses a person and tells the child where to put it.



EXPECTED OUTCOMES

- Attends to 3 items: person + verb + place; e.g. Grandma is cooking in the kitchen.

KEY STRATEGIES

LISTENING FIRST: Using the barrier encourages the child to use listening to solve the problem of making sure the houses match. If the child finds the 3 items easy add additional information to the sentence so the child must attend to the important parts. *Grandma came home from the shops and is now **cooking** in the kitchen.*

COME CLOSE TO ME: Sitting so the child is shoulder to shoulder with their parent/caregiver and with you will help provide the best auditory signal. As the people begin to take their spots in the house sitting side by side also allows the child to easily compare the houses when the barrier is removed to check they are the same.



EXPECTED OUTCOMES

- Formulates sentence: person + verb + prepositional phrase e.g. Dad is watching TV in the lounge room.

KEY STRATEGIES

EXPANSION & EXTENSION: Listen carefully to what the child says and expand or extend their utterance to make it more complete or more complex. Repeat it and add another word to two to provide and a model of the next level language. Use Acoustic Highlighting to call attention to the omitted grammatical structure or the new information. *Grandma is cooking sausages in **the** kitchen.*



EXPECTED OUTCOMES

- Discusses emotions of people given a scenario.

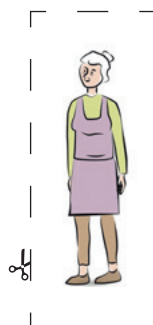
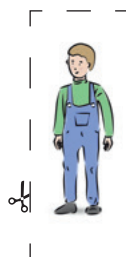
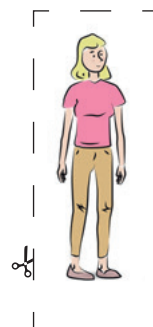
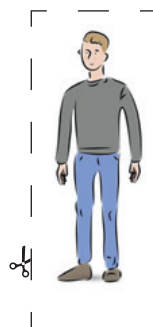
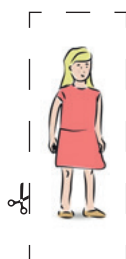
KEY STRATEGY

TALK TALK TALK: Extend the story of each person by discussing how they might be feeling. This helps the child develop their ability to understand how other people feel and what might make them feel that way. *Dad is watching TV in the lounge room. He's probably very tired. He woke up very early and worked hard all day.*

2. Who's in the House?



2. Who's in the House?



ACTIVITY

3. Where Does it Go?

PREPARATION

Print resources onto light weight card. Print 2 pages on one so the cards are smaller.
Cut out the puzzle pieces.

RESOURCES

- My house L1 L2 L3 A3
- Scissors

You are going to find the puzzle pieces that go together.

1. The left side of each card has a picture of a household item. Make a pile of these and put them face down.
2. Spread the other cards, which show places the items go, out on the table.
3. Pick up a household item card. Say what it is and talk about where you think it goes.
4. Find the picture that best matches your idea and check if the pieces fit together.
5. If they fit, talk about the relationship between the words e.g. The pillow goes in the bedroom. It goes on the bed for sleeping.
6. Take turns taking a card from the pile of household items and finding the matching place.



EXPECTED OUTCOMES

- Identifies 1 item:
 - object e.g. pillow, computer, soap
 - place e.g. bedroom, office, bathroom

KEY STRATEGIES

LISTENING FIRST: As you pick the card up talk about the item before you show the picture to the child and talk about where you think it goes before you reach to try and find a matching puzzle piece.

WAIT WAIT AND WAIT SOME MORE: Give the child some wait time after you have talked about your item to see if he can find the matching piece before he sees the picture of the item. *Oh, I have got toilet paper. Hmmm. Toilet paper. Where do we find the toilet paper...*



EXPECTED OUTCOMES

- Consolidates vocabulary within categories; things in a house/places in the house.

KEY STRATEGIES

USE CHOICES: Provide choices for the child to help with remembering the new vocabulary. To make it easier put the correct choice last. *You have the **soap**. Do you think the soap goes in the **bedroom**or the **bathroom**?*

SABOTAGE: The puzzle cards are self-correcting. If you say the wrong place, the cards will not fit together. This will give you another chance to talk about the items and the place and introduce negatives and humour too. *I've got the TV. I think it goes in the **toilet**. Uh oh! Not in the toilet. It goes in the **living room**.*



EXPECTED OUTCOMES

- Understands the association between an object and a place.

KEY STRATEGY

TALK TALK TALK: Children need to hear words many times to learn the meaning and to be able to store the words in their memory in a way so they can find them when they need to use them. Building associations between words helps this process. Help the child understand why words go together by talking more. *I have a **big pot**. I think it goes in the **kitchen**. I can **cook** in the **pot**. I can **cook** in the **kitchen**.*

ACTIVITY

3. Where Does it Go?

PREPARATION

Print resources onto light weight card. Print 2 pages on one so the cards are smaller.
Cut out the puzzle pieces.

RESOURCES

- My house L1 L2 L3 A3
- Scissors

You are going to find the puzzle pieces that go together.

1. The left side of each card has a picture of a household item. Make a pile of these and put them face down.
2. Spread the other cards, which show places the items go, out on the table.
3. Pick up a household item card. Say what it is and talk about where you think it goes.
4. Find the picture that best matches your idea and check if the pieces fit together.
5. If they fit talk about the relationship between the words e.g. *The pillow goes in the bedroom. It goes on the bed for sleeping.*
6. Take turns taking a card from the pile of household items and finding the matching place.



EXPECTED OUTCOMES

- Identifies a place an object could go; e.g. soap goes in the bathroom.

KEY STRATEGIES

LISTENING FIRST: As you pick the card up talk about the item before you show the picture to the child and talk about where you think it goes before you reach to try and find a matching puzzle piece.

WAIT WAIT AND WAIT SOME MORE: Give the child some wait time after you have talked about your item to see if they can find the matching piece before they see the picture of the item. *Oh, I have got toilet paper. Hmmm. Toilet paper. Where do we find the toilet paper...*



EXPECTED OUTCOMES

- Combines words to talk about associations.

KEY STRATEGIES

USE CHOICES: Provide choices for the child to help with remembering the new vocabulary. To make it easier put the correct choice last. *You have the soap. Do you think the soap goes in the bedroom... or soap goes in the bathroom?*

SABOTAGE: The puzzle cards are self-correcting. If you say the wrong place, the cards will not fit together. This will give you another chance to talk about the items and the place and introduce negatives and humour too. *I've got the TV. I think the TV goes in the toilet. Uh oh! Not in the toilet. The TV goes in the living room.*



EXPECTED OUTCOMES

- Understands the association between an object and a place.

KEY STRATEGY

TALK TALK TALK: Children need to hear words many times to learn the meaning and to be able to store the words in their memory in a way so they can find them when they need to use them. Building associations between words helps this process. Help the child understand why words go together by talking more. *I have a big pot. I think the big pot goes in the kitchen. I can cook in the pot. I can cook with the pot in the kitchen.*

ACTIVITY

3. Where Does it Go?

PREPARATION

Print resources onto light weight card. Print 2 pages on one so the cards are smaller.
Cut out the puzzle pieces.

RESOURCES

- My house L1 L2 L3 A3
- Scissors

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3. Pick up a household item card. Say what it is and talk about where you think it goes.
4. Find the picture that best matches your idea and check if the pieces fit together.
5. If they fit talk about the relationship between the words e.g. *The pillow goes in the bedroom. It goes on the bed for sleeping.*
6. Take turns taking a card from the pile of household items and finding the matching place.



EXPECTED OUTCOMES

- Identifies an object from a description of its function; e.g. We use it on our hands to make them clean.

KEY STRATEGIES

LISTENING FIRST: As you pick the card up talk about the function of the item before you show the picture to the child and talk about where you think it goes before you reach to try and find a matching puzzle piece.

WAIT WAIT AND WAIT SOME MORE: Give the child some wait time after you have talked about your item to see if he can guess the item and also find the matching piece before he sees the picture of the item. *Oh, I have got something you need when you cook something you need when you cook eggs. You crack the eggs and fry then in a...*



EXPECTED OUTCOMES

- Describes the relationship between two words.

KEY STRATEGIES

USE CHOICES: Provide choices for the child to help with remembering the new vocabulary and relationships. *Do you think the pan goes in the bathroom or the pan goes in the kitchen?*

SABOTAGE: The puzzle cards are self-correcting. If you say the wrong place, the cards will not fit together. This will give you another chance to talk about the items and the place and introduce negatives and humour too. *I've got the TV. I think it would be funny if the TV goes in the toilet. Let's check. Haha, The TV doesn't go in the toilet. The TV goes in the living room.*



EXPECTED OUTCOMES

- Predicts a person's actions on the basis of a person's false belief.

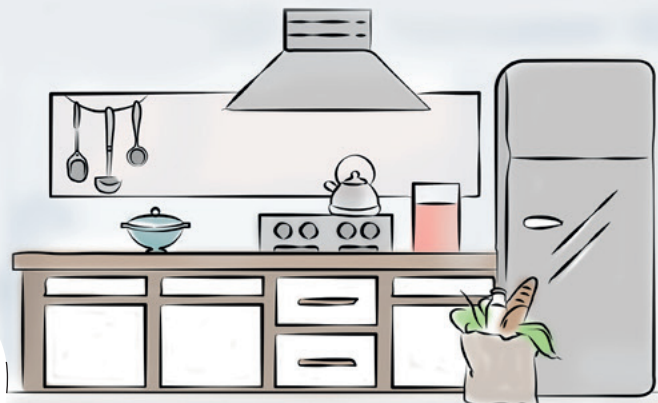
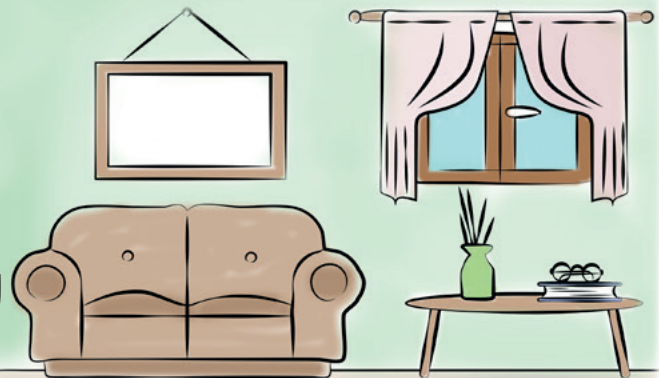
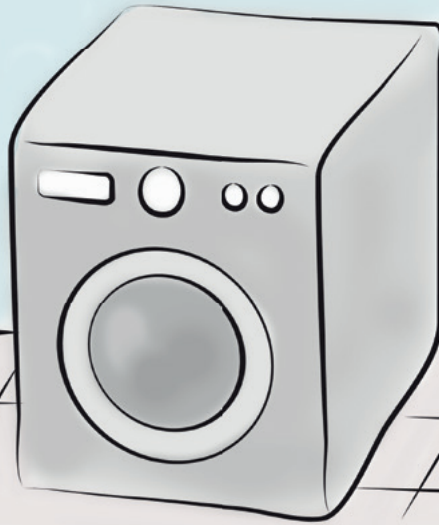
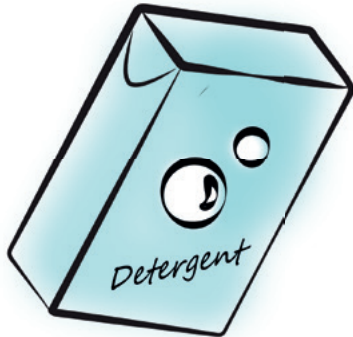
KEY STRATEGY

TALK TALK TALK: Understanding that a person can believe something that is not true is the Theory of Mind skill called false belief. Highlight this concept through sabotaging the activity by suggesting you (or parent/caregiver) think particular items go in the wrong place. E.g. Dad thought the laundry powder went in the kitchen but it didn't it goes in the laundry.

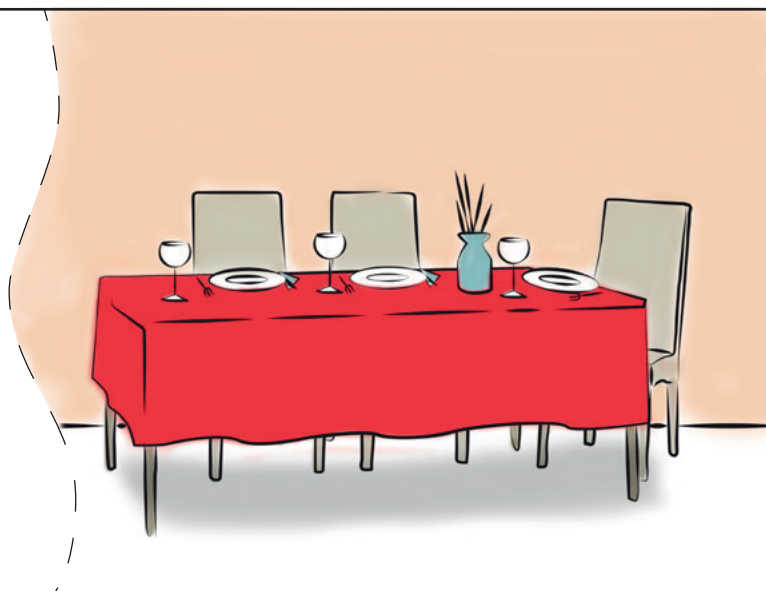
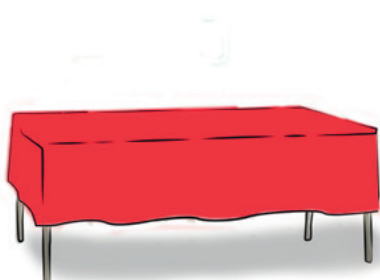
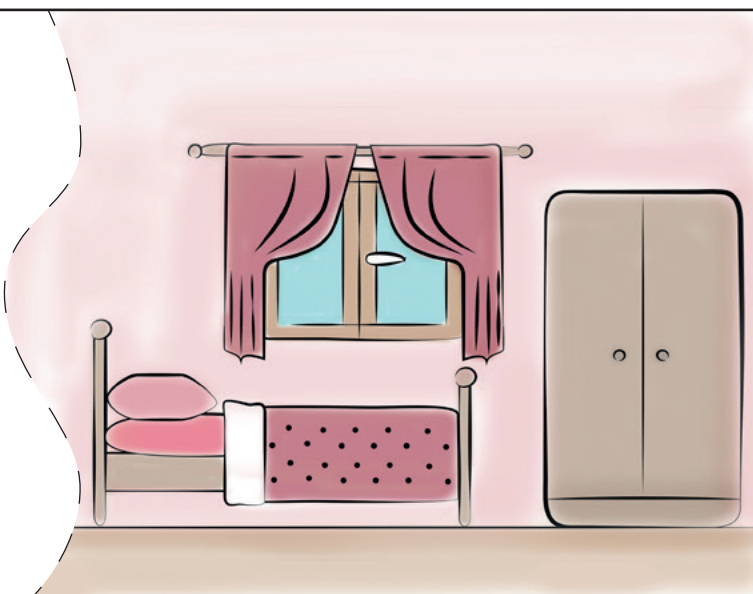
3. Where Does it Go?



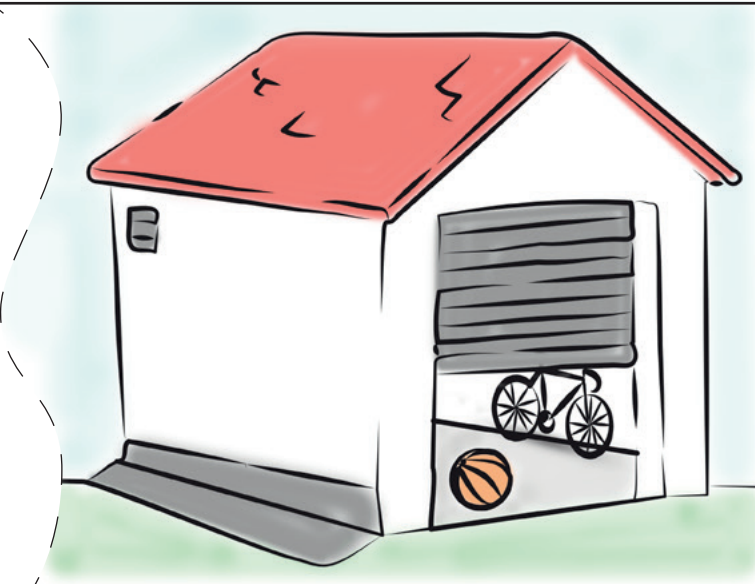
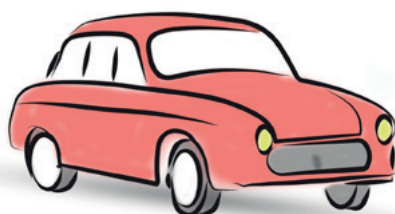
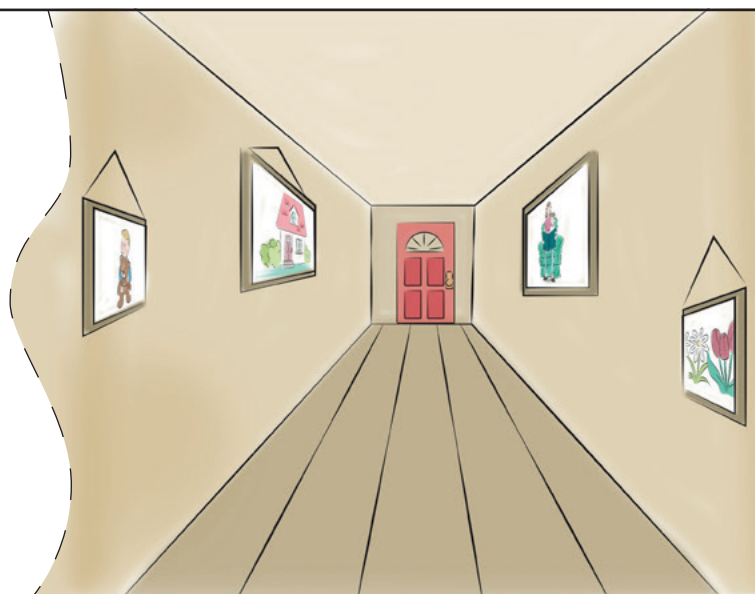
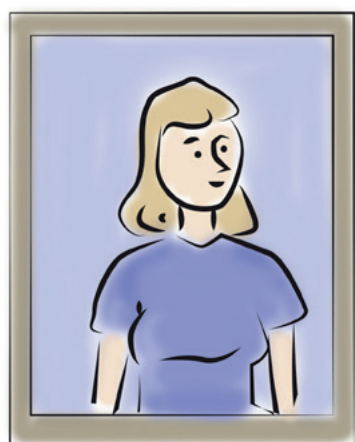
3. Where Does it Go?



3. Where Does it Go?



3. Where Does it Go?



ACTIVITY

4. My House

PREPARATION

Print the resources on to paper.

Print 4 pages on one with page order horizontal.

1	2
3	4

RESOURCES

- My house L1 L2 L3 A4
- Scissors and stapler

You are going to make a book and read it together

1. Cut the page in half across the middle (so you have consecutive numbers together).
2. Fold each page so the pictures are on the outside.
3. Assemble the book by holding the title page and counting the page numbers as you put the other pages behind it.
4. Staple the book together on the cut edges.
5. Read the book together.



EXPECTED OUTCOMES

- Attends to verbs e.g. cut, fold, count, hold, push
- Attends to book

KEY STRATEGIES

TALK TALK TALK: Encourage the child to help with making the book and add verbs for every action along the way. *Here, you help me cut. Right, now we need to fold. Ok, now we will put it together. First we need to count. Hold this. Now we will staple it. Ready... push.*

BOOKS BOOKS BOOKS: Many books for young children, like this one, use repetitive phrases to help consolidate sentence structure. In addition the words for each set of two pages have a consistent rhythm. Use Acoustic Highlighting to slightly exaggerate words to enhance the rhythm to help maintain the child's attention. *My house has a big front door for knocking on.*



EXPECTED OUTCOMES

- Attempts to repeat one word from each page.

KEY STRATEGIES

COME CLOSE TO ME: Encourage the child's parent/caregiver to sit very close to the child so you can model story tracking. Read a line from the book then move the book in front of the parent/caregiver so they will read it and then move it in front of the child as a cue for her to 'read' the page.

MY VOICE MATTERS: Wait in the position, with the book in front of the child, until they vocalises. To start with it may be just a single word approximation. Acknowledge this as the child's turn at 'reading' and turn the page.



EXPECTED OUTCOMES

- Joins in conversation about own house.

KEY STRATEGY

TALK TALK TALK: For each page of the book talk about whether you have that part in your house. Ask the child and their parent/caregiver if they have that part and if so do they use it the same way as in the book. *I don't have a hall. Do you have a hall? Are you allowed to run?*

ACTIVITY

4. My House

PREPARATION

Print the resources on to paper.

Print 4 pages on one with page order horizontal.

1	2
3	4

RESOURCES

- My house L1 L2 L3 A4
- Scissors and stapler

You are going to make a book and read it together

1. Cut the page in half across the middle (so you have consecutive numbers together.)
2. Fold each page so the pictures are on the outside.
3. Assemble the book by holding the title page and counting the page numbers as you put the other pages behind it.
4. Staple the book together on the cut edges.
5. Read the book together.



EXPECTED OUTCOMES

- Attends to verb + object; e.g. cut the paper, count the pages, hold the book
- Attends to book
- Turns the page when directed.

KEY STRATEGIES

TALK TALK TALK: Encourage the child to help with making the book and acoustic highlight verb + object combinations along the way. *Here, you help me cut across the paper. Right, now we need to fold the pages. Ok, now we will put it together. First we need to count the numbers. Hold the book. Now we will staple it. Ready... push the stapler.*

BOOKS BOOKS BOOKS: Many books for young children, like this one, use repetitive phrases to help consolidate sentence structure. In addition the words for each set of two pages have a consistent rhythm. Use Acoustic Highlighting to slightly exaggerate words to enhance the rhythm to maintain the child's attention and help in the development of Auditory Memory. *My house has a big front door for knocking on.*



EXPECTED OUTCOMES

- Attempts to repeat 2 to 3 words from each page.

KEY STRATEGIES

COME CLOSE TO ME: Encourage the child's parent/caregiver to sit very close to the child so you can model story tracking. Read a line from the book then move the book in front of the parent/caregiver so they will read it and then move it in front of the child as a cue for her to 'read' as many words as they can from the page.

WAIT WAIT AND WAIT SOME MORE: Wait in the position, with the book in front of the child, until he vocalises. To start with it may be just a single word. Provide an expanded model and wait again to see if the child can repeat more.



EXPECTED OUTCOMES

- Joins in conversation about own house.

KEY STRATEGY

TALK TALK TALK: For each page of the book talk about whether you have that part in your house. Ask the child and their parent/caregiver if they have that part and if so do they use it the same way as in the book. *I don't have a hall. Do you have a hall? Are you allowed to run through it?*

ACTIVITY

4. My House

PREPARATION

Print the resources on to paper.

Print 4 pages on one with page order horizontal.

1	2
3	4

RESOURCES

- My house L1 L2 L3 A4
- Scissors and stapler

You are going to make a book and read it together

1. Cut the page in half across the middle (so you have consecutive numbers together.)
2. Fold each page so the pictures are on the outside.
3. Assemble the book by holding the title page and counting the page numbers as you put the other pages behind it.
4. Staple the book together on the cut edges.
5. Read the book together.



EXPECTED OUTCOMES

- Follows complex instructions
- Attends to a book and answers questions.

KEY STRATEGIES

TALK TALK TALK: Encourage the child to help with making the book by acoustic highlighting unfamiliar words in the instructions along the way. *Here, you help me cut across the paper. Now fold the all pages so the pictures are on the outside. We need to arrange the pages in order. Hold the book steady in two hands. Now we will staple it on the side with the cut edges.*

BOOKS BOOKS BOOKS: Many books for young children, like this one, use repetitive phrases to help consolidate sentence structure. In addition the words for each set of two pages have a consistent rhythm. Use Acoustic Highlighting to slightly exaggerate words to enhance the rhythm to maintain the child's attention and help in the development of Auditory Memory. *My house has a big front door for knocking on.*



EXPECTED OUTCOMES

- Repeats 5 to 6 words from a sentence.
- Uses preposition: for.

KEY STRATEGIES

COME CLOSE TO ME: Encourage the child's parent/caregiver to sit very close to the child so you can model story tracking. Read a line from the book then move the book in front of the parent/caregiver so they will read it and then move it in front of the child as a cue for them to 'read' the page. If the child can actually read the words then hide the text so the child repeats the words through listening alone.

WAIT WAIT AND WAIT SOME MORE: Wait in the position, with the book in front of the child, until they have an attempt at 'reading' the page. If the child omits words or makes grammatical error provide a corrected model and wait again to see if the child can repeat more accurately.



EXPECTED OUTCOMES

- Joins in conversation about own house.

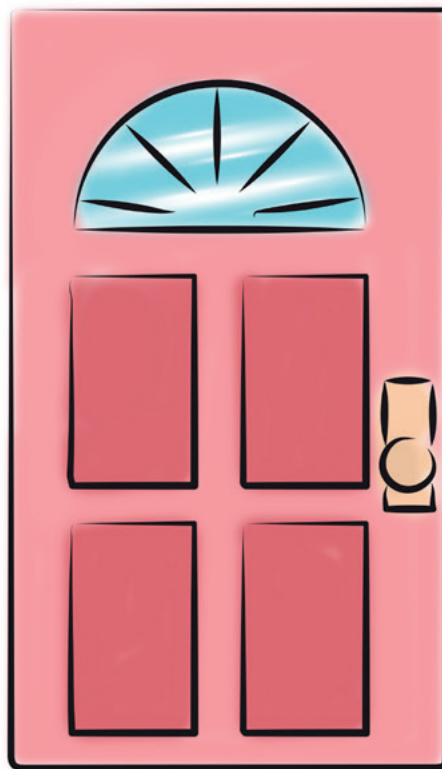
KEY STRATEGY

TALK TALK TALK: For each page of the book talk about whether you have that part in your house. Ask the child and their parent/caregiver if they have that part and if so do they use it the same way as in the book. *I don't have a hall. Do you have a long narrow hall? Are you allowed to run through it? What would happen if you did run through it?*

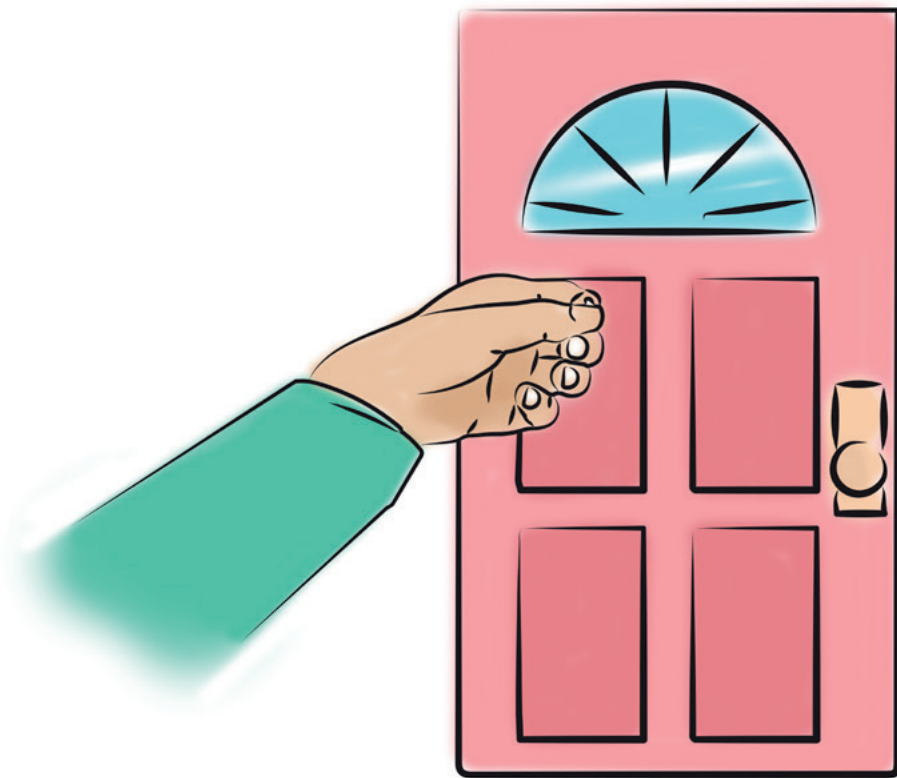
My house



My house has



a big front door



for knocking on.

My house has

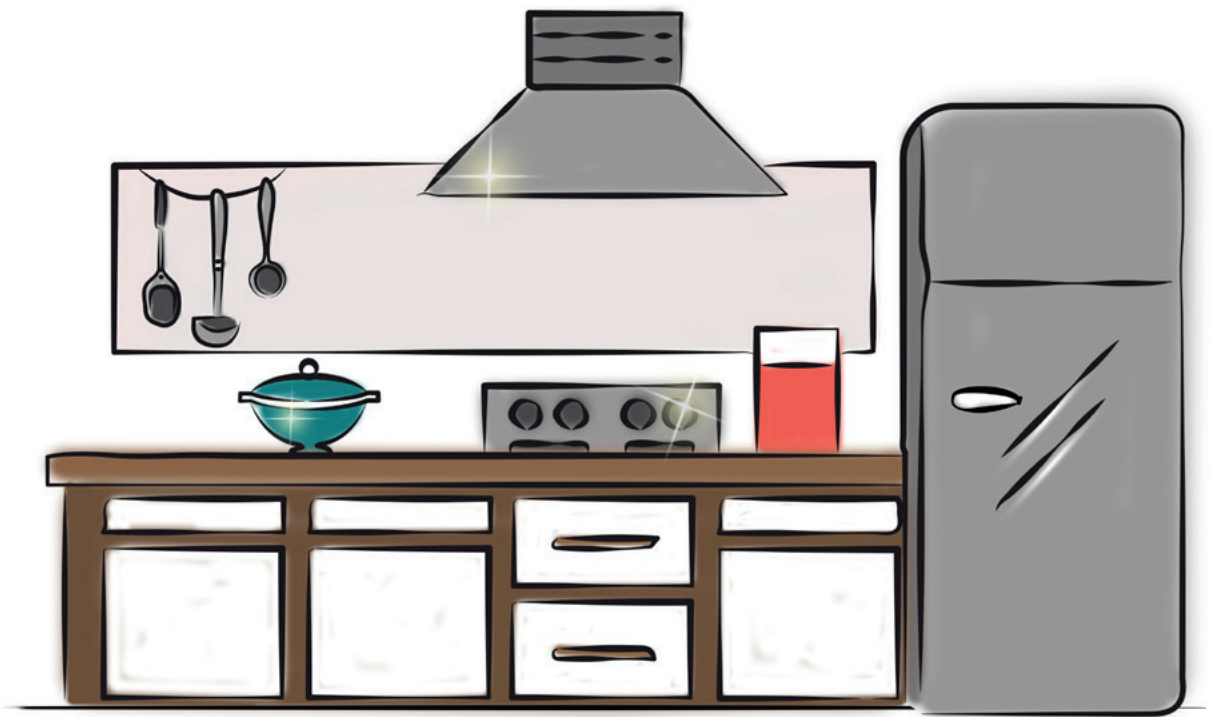


a long narrow hall



for running through.

My house has

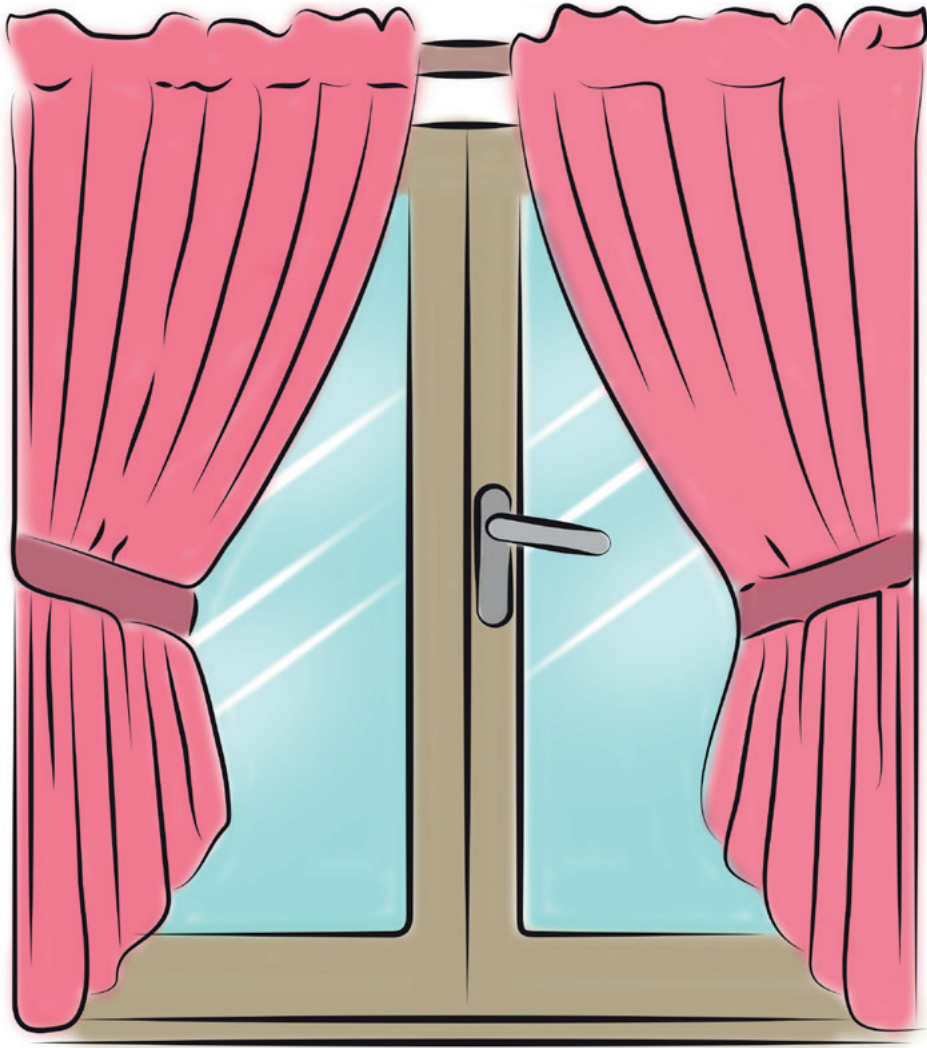


a kitchen filled
with shiny things

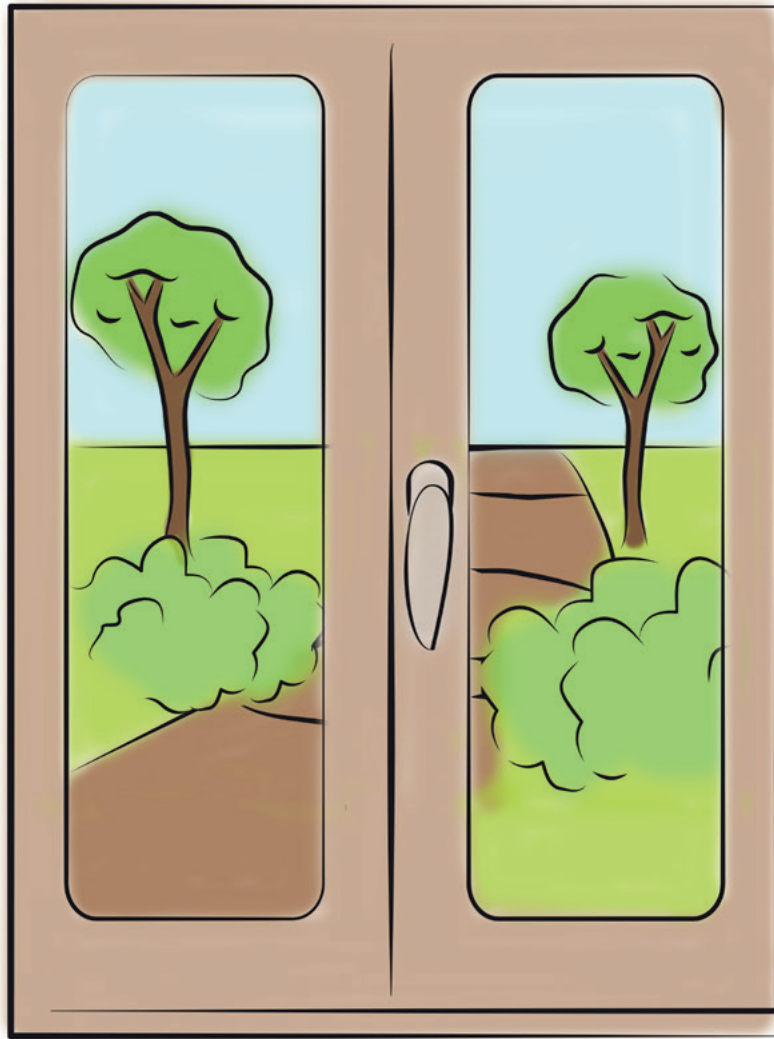


for cooking with.

My house has



tall, high windows

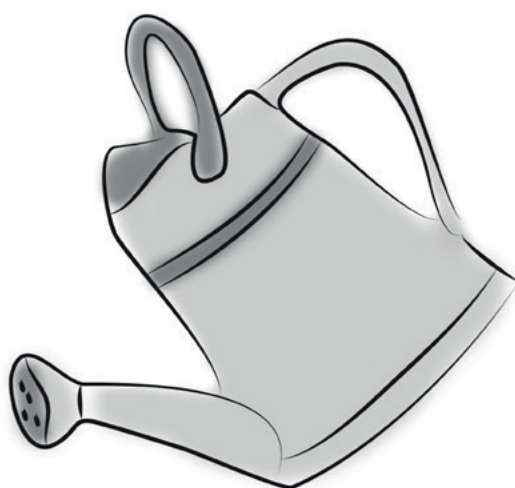


for seeing out.

My house has

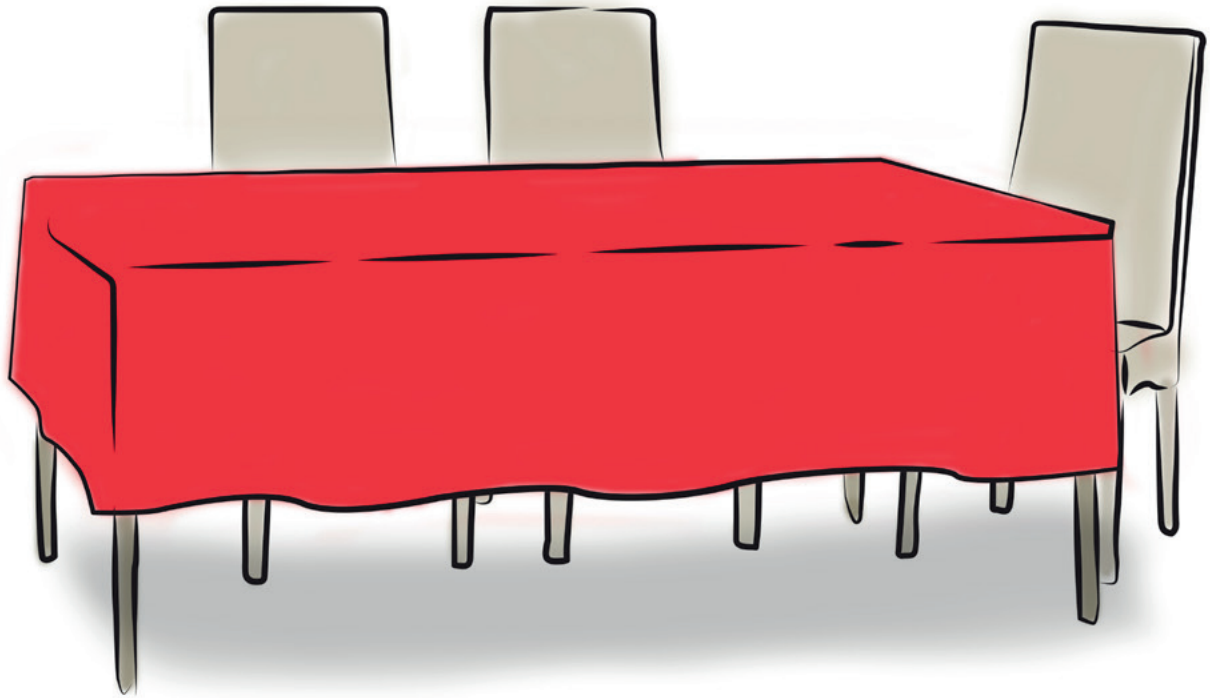


a hot, sunny garden

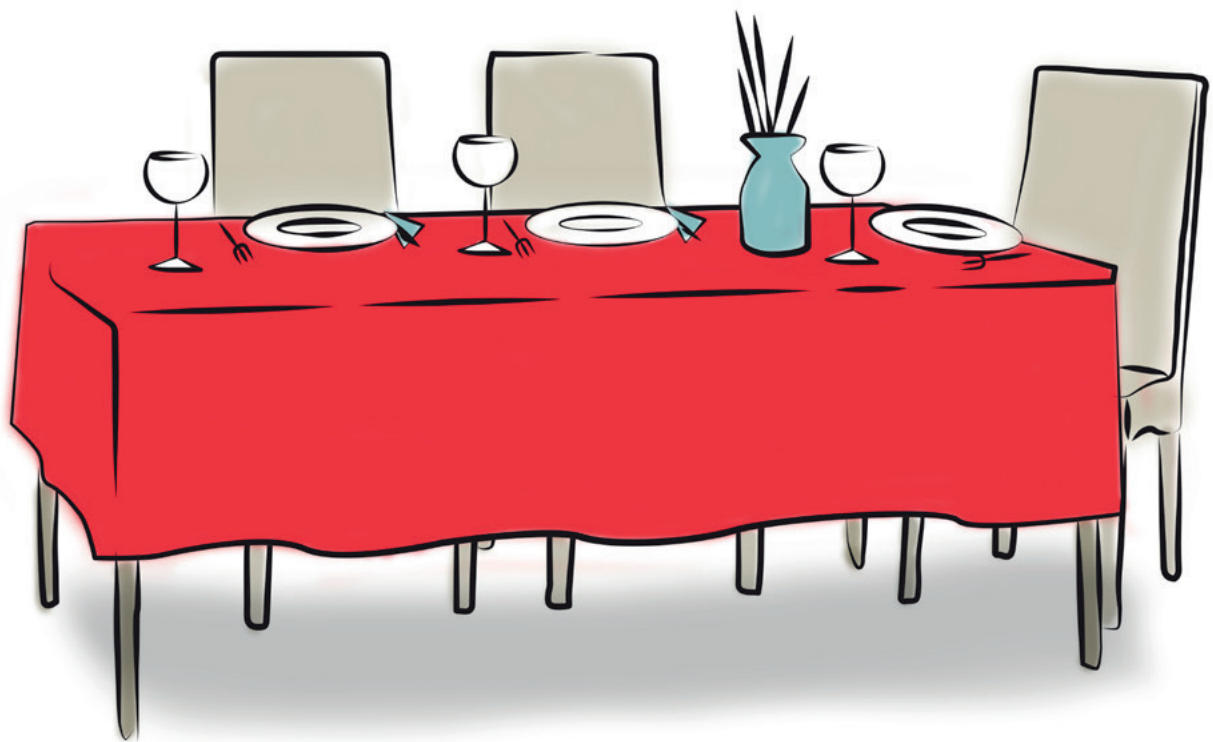


for growing things.

My house has

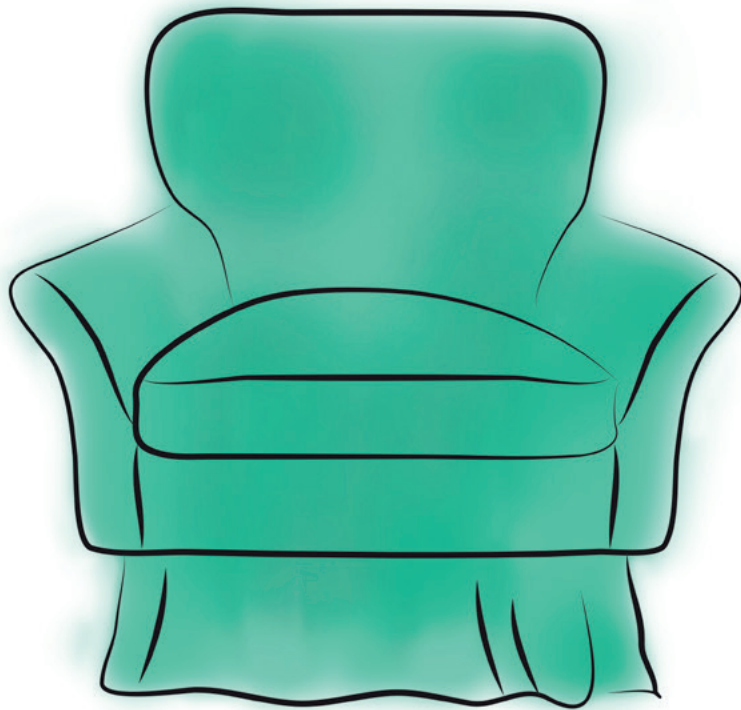


a table with
a red cloth

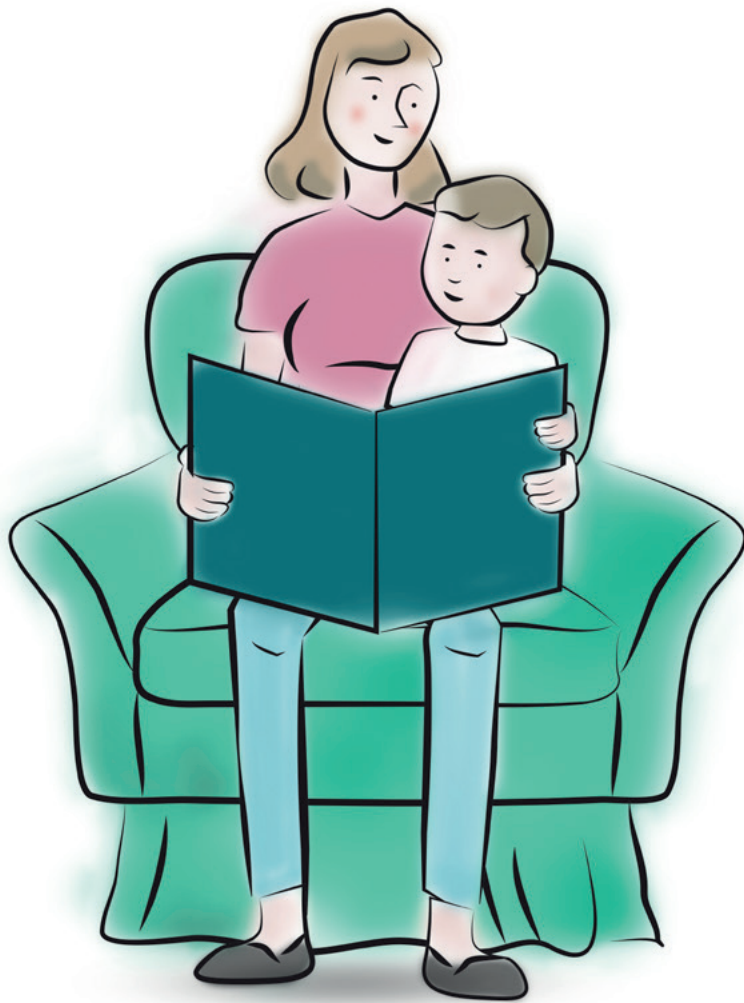


for eating at.

My house has



an old arm chair



for reading together.

My house has



my favourite bear



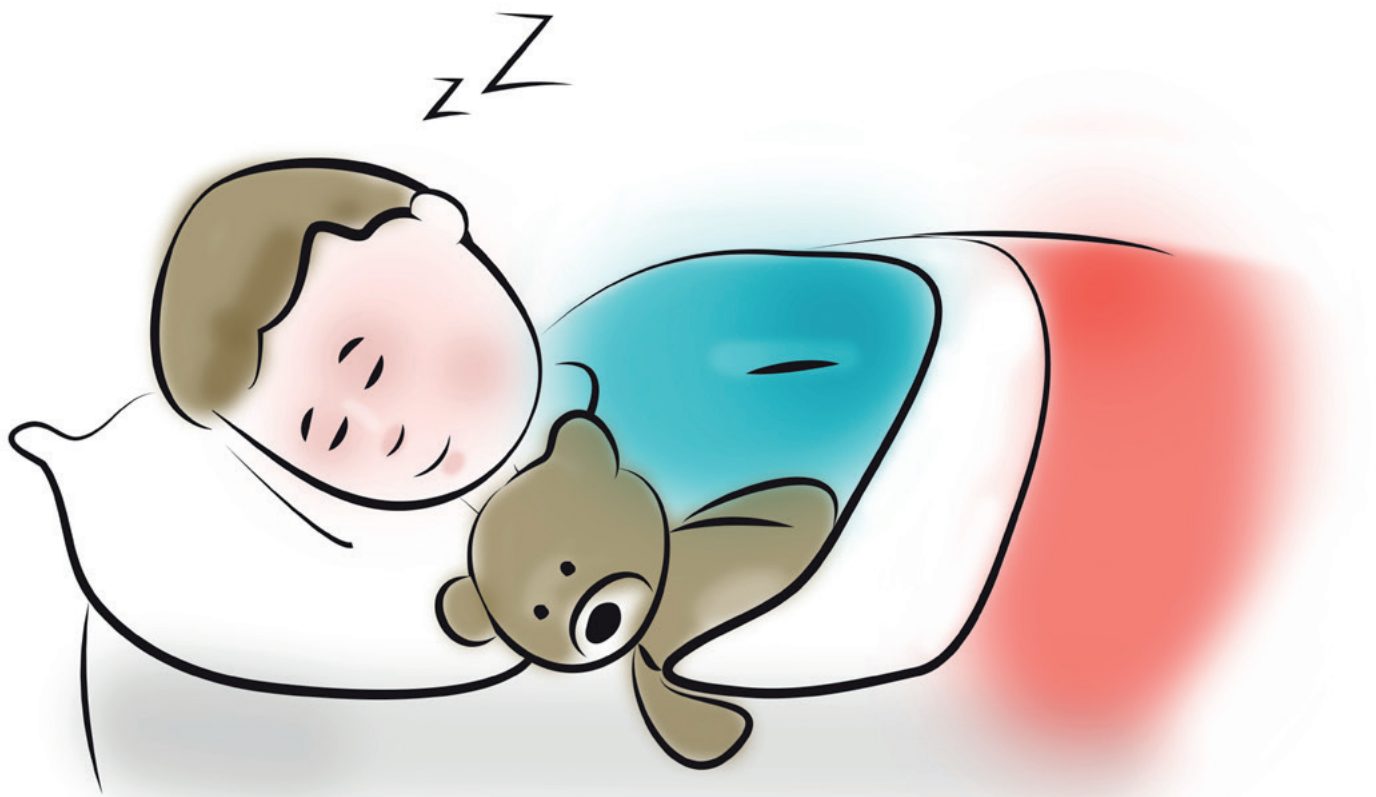
for cuddling up.

And my house has



a soft cosy bed

for sleeping in.



Night night.

MED-EL Offices Worldwide

AMERICAS

Argentina
medel@medel.com.ar

Canada
officcanada@medel.com

Colombia
office-colombia@medel.com

Mexico
office-mexico@medel.com

United States
implants@medelus.com

ASIA PACIFIC

Australia
office@medel.com.au

China
office@medel.net.cn

Hong Kong
office@hk.medel.com

India
implants@medel.in

Indonesia
office@id.medel.com

Japan
office-japan@medel.com

Malaysia
office@my.medel.com

Philippines
office@ph.medel.com

Singapore
office@sg.medel.com

South Korea
office@kr.medel.com

Thailand
office@th.medel.com

Vietnam
office@vn.medel.com

EMEA

Austria
office@at.medel.com

Belgium
office@be.medel.com

Finland
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France
office@fr.medel.com

Germany
office@medel.de

Italy
ufficio.italia@medel.com

Portugal
office@pt.medel.com

Spain
office@es.medel.com

South Africa
customerserviceZA@medel.com

United Arab Emirates
office@ae.medel.com

United Kingdom
customerservices@medel.co.uk